

ICT – (Information and Communication Technology) Based Instruction Toward Performance Framework

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Abstract

The primary objective of the research was to assess the fundamental proficiency levels in utilizing technology among teachers from District I-C Elementary Schools within the Division of Antipolo City during the academic year 2022 – 2023. The study encompassed a sample size of one hundred seventy-seven (177) elementary educators. These participants were characterized based on factors such as age, gender, marital status, job title, educational attainment, years of service, and their exposure to ICT-related training. To ascertain the basic knowledge and skills concerning computer utilization, a combination of a questionnaire checklist and direct observations by the researcher were employed. This approach facilitated the evaluation of both the perceived efficacy and the actual performance of the participants. The study's findings revealed that a predominant portion of the respondents were married and situated within the age range of 31 to 45 years. A notable proportion held the position of Teacher I and had accumulated a working tenure of 16 to 20 years at their respective schools. Within the educator cohort, approximately 59.3% possessed qualifications at the master's degree level, whereas none had attained a doctoral degree. The elementary teachers' fundamental knowledge and skills in using computers within District I-C Elementary Schools were evaluated across various dimensions, including basic computer operation, word processing, electronic worksheet utilization, computer-based presentation, communication and research, and instructional technologies. The assessment indicated that the teachers' proficiency in these areas was classified as "Competent" in both their perceived efficacy and actual performance. The examination of the significant difference in knowledge and skills related to computer usage, as perceived by the respondents and their actual performance across the identified dimensions or areas led to the rejection of the null hypothesis. In light of the obtained findings and conclusions, several recommendations emerge. Firstly, it is suggested that teachers actively participate in a higher number of seminars and training sessions focused on ICT utilization. Such engagements would facilitate the deeper integration of ICT tools into the teaching-learning process along mathematics in teaching elementary grades, enhancing overall instructional effectiveness. Moreover, it is worthwhile to explore further research endeavors that encompass different variables. Conducting parallel studies that incorporate various aspects or factors could provide a more comprehensive understanding of the complex relationship between teachers, ICT utilization, and effective teaching practices.

Keywords: ICT-Based Instruction, Performance Framework, fundamental skills, computer